

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2020-2021 MLCS 795 A1: Grant Writing module
(Fall Term)

Note: Remote Delivery

Instructor: Astrid Ensslin
Office: Remote
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Synchronous meetings: Fridays 11-12am (Sept 4 - Oct 2)
Zoom link: <https://zoom.us/j/98729726908>
Office Hours: Remote, by appointment

Course Prerequisite: consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum): It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This required module provides students with practical knowledge about grant writing (including research, nonprofit, and project management). Students will be trained in identifying funding sources, developing grant-writing skills, addressing the appropriate audience, preparing a CV or resume, and drafting a proposal. Through individual and collaborative work, students will learn

how to evaluate their strengths and weaknesses, provide and integrate constructive feedback, and confidently advocate for themselves and their projects.

This iteration of the module will be taught via remote instruction, in a mixture of asynchronous and synchronous exercises. Students who cannot attend the **one-hour synchronous class meetings on Fridays, 11-12 (MDT)** are encouraged to get in touch with the instructor. Attendance at synchronous meetings is unassessed and therefore not mandatory. However, it can be beneficial to student learning, pedagogical communication, and cohort cohesion.

Learning outcomes:

By the end of this module, students will have developed:

1. a completed draft proposal plus a short abstract;
2. a strong CV;
3. a sense of how to find grants and where to find them;
4. a sense of how to communicate their research ideas effectively and to pitch them to various types of audiences;
5. a sense of how to write grants for non-academic funders.
6. a range of key transferrable skills (as per PDP requirements) for a variety of (non-) academic careers, such as (especially written) communication, scholarly confidence, ethical responsibility, and critical-constructive collaboration.

Course format: The objectives of this course will be learned from a combination of online assignments, materials, and activities.

Texts:

Required Readings (textbook in bold):

- Denholm, Justin (2006) [“On Being an Ethical Researcher.”](#) In: Denholm, C. and Evans, T. (eds) *Doctorates Downunder: Keys to Successful Doctoral Study in Australia and New Zealand*. Camberwell, Vic.: ACER Press, 104-111.
- Haseltine, Derek (2012) [“Job-search basics: how to convert a CV into a resume.”](#) *Nature Immunology*, 14(1): 6-9.
- **Walker, Barbara L.E. and Holly E. Unruh (2018) [Funding Your Research in the Humanities and Social Sciences : A Practical Guide to Grant and Fellowship Proposals](#). New York: Routledge. (UAlberta Internet access)**

Further Readings:

- Hall, Jeremy L. (2010) *Grant Management: Funding for Public and Nonprofit Programs*. Boston: Jones and Bartlett. (Rutherford Reserve)
- Reeds, Kitta (2002) *The Zen of Proposal Writing: An Expert’s Stress-free Path to Winning Proposals*. New York: Three Rivers Press. (Rutherford Reserve)
- Silver, Alan (2012) *How to Win Grants: 101 Winning Strategies*. New York: Allworth Press. (Rutherford Reserve)

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020

Add/Delete Date: September 15, 2020

50% Withdrawal Date: October 2, 2020

Fall Term Reading Week: November 9-13, 2020

Withdrawal Date: November 30, 2020

Last Day of Class: December 7, 2020

Final Exam Date (if applicable): for the date, time and location see [Exam planner](#)

Components of Course Grade (see “Explanatory Notes”)

Students in this course will receive a Pass or Fail grade. Students will be assessed on asynchronous participation and the production of a draft research proposal. To qualify for a pass, students will have to:

1. Post at least three written contributions per week (100-200 words each) to eClass. These contributions can take a variety of forms, but will typically include forum posts or responses to questions asked by the instructor.
2. Provide regular peer feedback on evolving proposal drafts and parts thereof (further instructions are available on eClass; please follow the instructions precisely to qualify for a pass).
3. Produce and submit, by the deadline of **Oct. 4th**, a draft funding proposal that covers, at minimum, a project summary / abstract, a methodology section, a project description, a prospective schedule, and a bibliography.

It goes without saying that, to succeed in any type of learning project, active engagement with class materials and peer learners is essential. The role of the instructor is mainly to provide learning facilities and materials, and to guide students in their own personal and shared learning experience. Like all graduate classes, this module very much depends on students’ own initiative and proactive attitude. The assumption is that students on this module know it is their responsibility to take learning into their own hands, and to tackle the set exercises to their best ability and with a view to honing their academic and professional skills.

Date of Deferred Final Exam (if applicable):

There is no Final Exam in this course.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>.

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, attendance in synchronous class sessions is not part of the assessment. It is strongly encouraged, however, for learning, motivation, and social cohesion.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will not be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading: (numerical or letter grades to not apply to this course)

Schedule:

Unit 1 (Sept 1-11):

- General overview of the module; learning outcomes
- Grant vs. fellowship vs. scholarship
- Finding grants / the FGSR website
- Creating an online application
- The role of funder instructions
- The architecture of grants
- Identifying your research goals
- Formulating a research question
- Developing your project summary

Unit 2 (Sept 12-18):

- Learning from feedback: the project summary
- Learn from successful award holders & experienced adjudicators
- From the “what” to the “how:” goals, research question, methodology, theoretical background

Unit 3 (Sept 19-25):

- Learning from feedback: goals, research question, methodology
- Different methodologies and how to explain and account for them
- What does research ethics mean, and how might it affect my project?
- From CV to CCV
- Developing a full proposal

Unit 4 (Sept 26-Oct 2):

- Peer feedback on schedule & context
- The role of beneficiaries and contribution
- The role of the bibliography
- The role of the referees
- Wrap up and review

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